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ABSTRACT

This booklet is written for foreign students who wish to learn about the nature of the U.S. education system, specifically about how to gain access to and finance higher education. It is designed to acquaint readers with information on the admissions process, financial planning, and the cost of higher education in the United States. Among the subjects that are covered in the Guide are the following: (1) understanding the U.S. system of postsecondary education; (2) the U.S. student population; (3) necessary considerations and qualifications; (4) sources of information and advising; (5) the admissions process; (6) preparing for an academic experience in the United States; (7) sources of assistance in the United States; (8) what to expect; and (9) financial planning and aid. In addition, there are appendices on agencies serving particular nationality groups; selected publications on study in the United States; costs and financial aid; and on overseas educational advising centers. (GLR)

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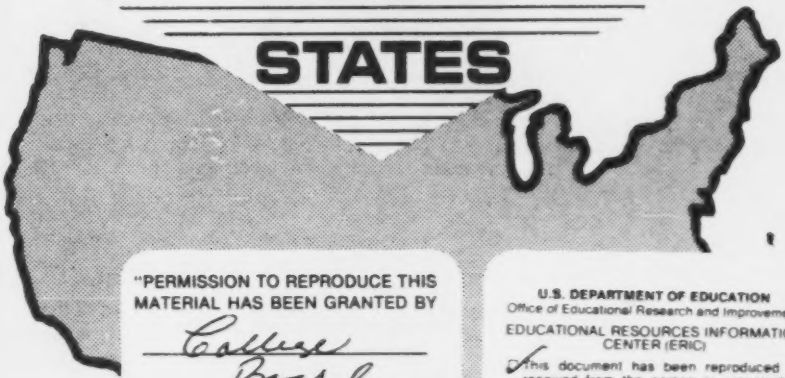

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A Guide to Admissions and Financial Planning for Students from Other Countries

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Foreword

The College Board is enthusiastic about providing this publication for overseas students who wish to gain access to higher education (colleges and universities) in the United States. Foreign students will find specific information on applying for admission to college and financing an education in U.S. institutions. Students are advised to address specific questions about admissions or financial aid to academic institutions in the United States or to educational advisers in their countries. (Educational and government agencies are listed by country at the end of this booklet.) The College Board does not provide advising for individuals regarding admission, financial aid, or programs of study.

This booklet combines information found in the two booklets *Entering Higher Education in the United States* and *Financial Planning for Study in the United States*, long published by the College Board. This new edition has been revised and developed by Ellen Mashiko, formerly Director of Advising Activities at the Fulbright Commission in Japan, and currently an educational consultant in London, England. We are also grateful to Deborah Hefferon for coordinating this revision, and to Renée Gernand for shepherding the manuscript through the production process. The College Board Advisory Committee on International Education has authorized this publication, and has provided content advice. A list of committee members follows.

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Introduction

This booklet is written for foreign students who wish to learn about the nature of the U.S. education system, specifically about how to gain access to and finance higher education. It is designed to acquaint readers with information on the admissions process, financial planning, and the cost of higher education in the United States.

More than 14 million students are currently attending over 3,100 accredited colleges, universities, and other postsecondary education institutions in the United States. Over 350,000 students are from foreign countries. The United States is attractive to foreign students for many reasons. The number and variety of institutions and fields of study offer a wide range of opportunities.

Institutions of higher education in the United States welcome foreign students. Their presence helps to promote international understanding, and in the long run, makes for a more orderly and peaceful world. In addition, American education is enriched by the academic and cultural contribution of foreign students.

Not every student overseas can or should attend college in the United States, and this booklet is not intended to promote education in this country. Rather, its purpose is to acquaint the foreign student with the diversity of American institutions and programs and with the graduate and undergraduate admissions process. It also directs students to sources of additional information.

Higher education in the United States is **expensive.** This booklet emphasizes that expense not to discourage readers, but simply because among all the potential problems foreign students face after arriving in the United States, the greatest one is likely to be maintaining adequate finances for their education and personal support.

Colleges and universities in the United States have no uniform way of judging the adequacy of a foreign applicant's finances for their intended period of study. Much depends on the size of the institution, its location, the amount of its budget allocated for financial aid, and the clarity and completeness of the financial information provided by the student. Generally speaking, however, a foreign student can expect institutions to take similar positions with regard to the following:

- **Information regarding the student's financial support.** Institutions usually obtain this information by requiring students to fill out a highly detailed application form or special questionnaire concerning their financial resources. In addition, many colleges and universities require students to support their financial statements with affidavits or certificates.

- **Issuance of Certificate of Eligibility for a visa (Form I-20AB or IAP-66).** A Certificate of Eligibility, necessary to obtain a United States visa, can be issued by an educational institution or organization only after the student has been accepted for admission. Institutions are required to certify that the foreign student has sufficient funds to finance at least the first year of study. The United States Consulate will not grant visas until it is satisfied that students can meet their expenses. In some cases, depending on the institution and the degree program applied for, students must prove that they can support their entire stay in the United States.

- **Availability of financial aid.** There is much less financial assistance available to foreign students today than in the past. Decreasing funds from outside sources have made it necessary for colleges and universities to reserve most of their scholarship funds for United States students.

Throughout the following pages, current United States prices for a number of items are quoted. Because of changing economic condi-

tions in the United States, the reader should regard these figures as approximations that applied at the time this booklet was published (October 1989). The figures should be used as guidelines for determining the financial resources needed for study and living expenses while in the United States.

All cost figures in the booklet are given in United States dollars ($).

Making a wise college choice begins with prospective students thinking about their reasons for going to college in general and for going to college in the United States in particular. It is essential that students research specific programs and institutions, as well as explore their own needs and academic and career objectives. In addition, prospective students must plan carefully, in advance, for financing the **entire period** of their studies in the United States. It is not enough to plan for only the first year. Once the decision is made to apply to a college or university in the United States, the key to successful admission to college lies in careful planning and timely completion of the required steps. This booklet is a place to start.

Understanding the U.S. System of Postsecondary Education

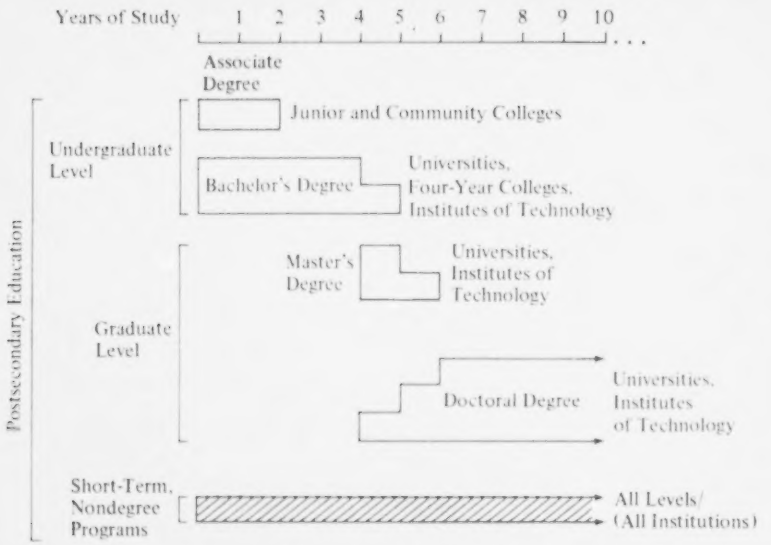
Institutions of higher education in the United States welcome students from other countries. Foreign students enrich the academic and cultural life of colleges and universities and help to promote international understanding. However, not everyone can or should study in the United States. This booklet has been prepared to introduce the U.S. system of higher education, to acquaint the reader with the wide variety of institutions and programs, and to suggest ways in which further information and guidance may be obtained. It describes the admissions process and recommends sound financial planning.

The structure of postsecondary or higher education in the United States not only differs from that of other systems throughout the world but uses various terms which may be unfamiliar to the reader. Postsecondary education is generally divided into undergraduate and graduate levels. Students enter undergraduate-level programs at about age 18 and after completing 12 years of elementary and secondary school (also called high school). Students enter graduate-level programs after completing four or more years of undergraduate study.

At both levels, institutions may be called **colleges, universities,** or **institutes of technology**. In general, however, the term *college* refers to all postsecondary institutions (the terms *college* and *school* may be used to refer to an academic division of a university). The term *university* describes institutions comprised of one or more colleges or professional schools that offer graduate-level programs. **Professional schools** refers to undergraduate and graduate divisions within a university in certain fields such as architecture, dentistry, management, medicine, nursing, and pharmacy. Institutes of technology offer both undergraduate- and graduate-level programs. **The terms college, university, and institute of technology are not indications of quality or stature.**

There are **public** and **private** colleges, universities, and institutes of technology. Public institutions include state or city institutions supported by state and city governments. Private institutions include independent and religiously affiliated institutions. Whether public or private, no institution can by law discriminate against applicants or students on the basis of race, sex, country of origin, or religion.

At the undergraduate level there are two categories of institutions: (1) **junior** or **community colleges** (community colleges are public institutions established pri-



Structure of Education in the United States

mainly to serve the communities in which they are located), which offer two-year programs of study leading to an intermediate certificate known as the **associate degree;** and (2) four-year colleges, universities, and institutes of technology, which offer four- or five-year programs of study leading to the **bachelor's degree.**

There are two types of associate degree programs: "transfer" programs and "terminal" programs. Transfer programs provide the first two years of general education for transfer to a four-year program. Terminal programs such as occupational/vocational programs are designed to train persons who will seek employment rather than more education after completing their program. Students entering transfer programs at junior or community colleges should thoroughly investigate the requirements of the four-year colleges they plan to enter and carefully select courses with the assistance of the institution's academic adviser. All institutions have their own requirements and policies, including those related to transfers. There are currently 1,452 junior and community colleges in the United States. In many states, there is an articulation agreement that facilitates transfer between community colleges and public, four-year institutions.

Bachelor's degree programs usually require four years of full-time study. However, there are institutions that may require five years of full-time study in certain fields such as architecture and engineering. Education at the bachelor's level is intended in part to prepare students to become well-informed, articulate citizens. For this reason, a significant part of most undergraduate programs is of a general nature and includes courses in the arts, humanities, social sciences, and natural sciences. Undergraduate education also concentrates on one field of study, known as the "major." There are currently 1,788 institutions offering the bachelor's degree in the United States.

At the graduate level, **master's degree** programs require one or two years of full-time study. **Doctoral degree** program requirements vary. Some doctoral degree programs are designed for direct entrance from the bachelor's degree and require a minimum of five years of full-time study. Other doctoral degree programs

begin after the master's degree and require a minimum of three or more years of full-time study. The time required for completion of the doctoral degree is left open in Figure 1 because the length of the program varies. Completion of certain doctoral degrees requires the submission of a dissertation based on scholarly research. There are currently 1,205 institutions in the United States that provide education leading to the master's degree; 453 offer programs leading to the doctoral degree.

Although designed for students seeking degrees, most undergraduate and graduate programs also welcome applications from individuals wishing to enter academic programs for up to one year of study as **nondegree students.** The general understanding is that a nondegree foreign student will take time off from an academic program in the home or other country and return to complete the program of study at the home institution.

In addition to offering academic degree programs, most institutions at both the undergraduate and graduate levels conduct short, nondegree programs. These programs may be as short as one week or as long as one year, and provide **training and professional development** opportunities. Some of the areas included are English as a foreign language, executive management, and historic preservation. Certificates of completion are usually awarded.

Some institutions of higher learning also conduct programs outside the United States. These programs include special courses for American students who wish to study abroad as well as degree and nondegree programs for non-U.S. students. In the latter category are linkage programs, so-called because students are permitted to study in the home country, followed by further study in the United States in order to complete bachelor's degree requirements. Some home-country programs are administered by a U.S. college or group of colleges. Others are run by local educational bodies that have special agreements with U.S. colleges. In either case, completion of the degree in the United States may be at a specified college or one of several colleges, or at any college of the student's choice.

At the postsecondary level, there are thousands of privately owned schools operated primarily for financial profit. These institutions are referred to as **proprietary schools.** Although becoming increasingly diverse in their offerings and quality, these schools typically offer technical or semiprofessional training. There are reputable proprietary schools that are not accredited (see Accreditation), although some schools make unsubstantiated claims about what they offer. Careful investigation before enrollment in a proprietary school is strongly recommended.

In a completely separate category from the institutions discussed above are an uncounted number of **"diploma mills."** These are business operations that issue degrees from unaccredited institutions, or bogus degrees printed on illegally acquired stationery from accredited institutions. Little or no study is required. For example, some diploma mills require the submission of essays, on the basis of which academic achievement is measured. Degrees issued by these operations are **not recognized** by other accredited institutions, government agencies, or employers in the United States and abroad. Diploma mills often advertise in newspapers and magazines in the United States and abroad. The names which are used are similar to the names of bona fide institutions and sometimes suggest connection with the United States government. The complex system of approval, recognition, and accreditation in the United States makes it difficult to identify diploma mills (see Accreditation). Consult an advising center, or U.S. embassy or consulate for information about **all** institutions (see Appendix D).

Accreditation

Educational institutions in the United States have great autonomy when compared with the centralized control common in many other educational systems. The United States is the only country in the world where educational institutions are

accredited by committees of educators and other private citizens rather than by the government. The system of accreditation is complex but important to understand.

There are two organizations that recognize accrediting bodies, the Council on Postsecondary Accreditation (COPA) and the United States Department of Education (DOE). As of 1989, COPA recognized 54 accrediting bodies; DOE recognized approximately 75. The accrediting bodies, in turn, accredit approximately 6,000 different institutions.

Colleges, universities, and institutes of technology are usually accredited in two ways. Regional accreditation means an entire institution accredited by one of six regional associations which cover the entire United States: Middle States Association of Colleges and Schools; New England Association of Schools and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; and Western Association of Schools and Colleges. Professional accreditation means that certain programs within institutions, such as business, chemistry, or psychology, have obtained accreditation from professional associations.

Both institutional and professional accreditation are voluntary activities. That is, institutions and programs decide whether or not to seek accreditation. Credits are more easily transferred from one accredited institution to another. Most scholarship, fellowship, and grant programs are available only for study at accredited institutions and in accredited programs. Degrees are more generally recognized among accredited institutions within the United States and by most other countries. **It is therefore important that prospective students investigate the accreditation status of the institutions and programs they wish to enter.** Accredited institutions and programs can be identified in many of the publications listed in Appendix B. Consult an advising center, or U.S. embassy or consulate.

Accreditation alone is not a guarantee of high standards, but the lack of accreditation may be a warning that the degree or credit earned may not be acceptable to other institutions or to a student's government or future employer.

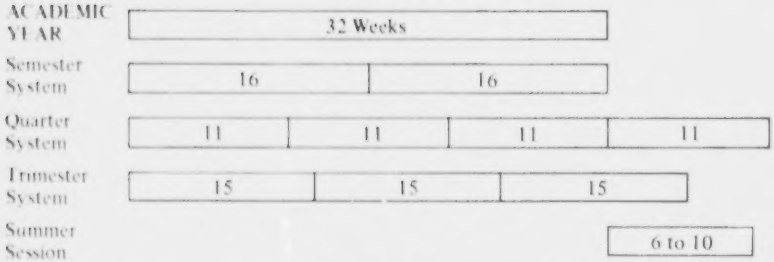
The Academic Year

The academic year in the United States is approximately 32 weeks long and begins between late August and late September. Each institution decides how to divide the year into terms and the exact beginning and ending dates for each term. There are three basic ways in which the academic year is divided. Most common is the **semester system,** which divides the academic year into two terms of about 16 weeks each. The **quarter system** divides the academic year into four terms of about 11 weeks each, with the fourth quarter being an optional summer session. The **trimester system** is comprised of three equal terms of about 15 weeks each. Regardless of the system, there are one week- to one month-long holiday periods during and/or between terms.

Summer sessions are 6 to 10 weeks long and are not considered part of the academic year. However, many institutions offer regular courses as well as special programs during this period. Through careful planning, a student may be able to complete some four-year programs in as few as three years, or a master's degree program (which usually requires two years) in one and a half years.

Degree Requirements, Courses, and Grades

Each institution has its own academic regulations covering degree requirements, organization and structure of courses, system of grading, and other matters related to academic life. Generally, instruction is divided into units called courses. To earn a degree, students must successfully complete a required number and sequence of



Various Systems for Dividing the Academic Year

courses. Each course is assigned "credits" according to the number of class hours completed. Grades are issued at the end of each term and are usually based on class participation, written and other assignments, and examinations. Letter grades (A, B, C, D, F) are generally used. Refer to college bulletins for specific information.

The U.S. Student Population

In 1987, there were approximately 14 million students attending colleges, universities, and other postsecondary institutions in the United States. Although most U.S. students who pursue postsecondary education do so immediately or shortly after completing secondary education, many Americans enter college or other institutions later in life. In addition, older college graduates return for further education or to study in a different field. Students in U.S. classrooms, therefore, vary in age and experience.

Included in the U.S. student population in 1987-88 were nearly 360,000 foreign students from 186 nations. Of this number, more than 50 percent came from Asia and 12.5 percent came from Latin America, followed by the Middle East, Europe, Africa, North America, and Oceania. About 47 percent were undergraduate students; 53 percent were graduate students. During the period 1985/86–1987/88, at the undergraduate level, 13 percent were enrolled in junior and community colleges and 87 percent at four-year colleges. At the graduate level, the number of master's degree students grew by 17 percent while doctoral students increased by 35 percent. Two-thirds of all graduate students were enrolled in public institutions, with the remaining one-third at private institutions. Some states were significantly more popular than others. For example, California enrolled almost 24 percent of all foreign students. Some institutions enrolled many more foreign students than others. Miami-Dade Community College in Florida, for example, had the largest number (5,100) of foreign students.

This information about the U.S. student population is shared with prospective students from other countries in order to acquaint them further with the diversity of American higher education and to help them anticipate the experiences that await them.

Necessary Considerations and Qualifications

Study in the United States involves a substantial investment of time, commitment, and money. Furthermore, a long trip away from home will probably result in some

changes in personal outlook and relationships with family and friends. Before deciding to study in the United States and beginning the admissions process, students should assess academic and career goals. Parents, teachers, and others can assist in reviewing goals in relationship to further education. What are the advantages of study in the United States? Is a U.S. education recognized in the home country or country of residence? Does study in the United States represent the best opportunity for academic, professional, and or personal development? What are the necessary qualifications for admission and enrollment?

Educational Background

At the **undergraduate level,** the basic requirement for admission to a program is successful completion of a minimum 12 years of elementary and secondary schooling. The secondary school program should be one that has prepared students for university entrance in the home country. Admission requirements differ from institution to institution. Students should consult current directories and college bulletins and catalogs, available in advising centers (see Sources of Information and Advising).

At the **graduate level,** all applicants must have successfully completed an undergraduate program and earned a first academic or professional degree. As a rule, a prospective student should have completed no less than 16 years of elementary, secondary, and higher education before considering graduate study in the United States.

Costs

Higher education in the United States is generally expensive but costs vary. Given below are high, medium, and low costs for four-year public and private colleges and universities, based on 1989 information. The medium costs below are near those of most U.S. colleges; the high and low costs are extremes charged by only a few colleges.

	High Cost	Medium Cost	Low Cost
Public College or University			
Tuition and fees	$ 9,600	**$ 4,400**	$ 2,900
Living expenses, including room and board, books and supplies, and health insurance	5,600	**4,600**	3,500
	$15,200	**$ 9,000**	$ 6,400
Private College or University			
Tuition and fees	$14,500	**$ 9,000**	$ 5,900
Living expenses, including room and board, books and supplies, and health insurance	6,400	**5,300**	4,100
	$20,900	**$14,300**	$10,000

Note the following:

1. Tuition costs at public colleges and universities are based on the nonresident rates that usually apply to foreign students.
2. Tuition, paid at the beginning of each term, has risen an average of about 7 percent at public institutions and 9 percent at private institutions each year since the mid-1980s.

3. Room and board (living accommodations and usually two meals per day) rates shown above are based on those for college or university housing facilities. A student who lives in off-campus housing may pay much more for living accommodations and meals.

4. The cost for books and supplies will vary by field of study. For all fields, this cost increases by about 5 percent per year.

5. Health insurance, now required by most colleges and universities, is strongly recommended because of the high cost of medical care in the United States. There are group plans designed for foreign students as well as private plans.

6. Graduate students must plan on additional expenses near the end of their study programs. These expenses may include extra fees for graduate research supervision, clerical assistance in preparing the thesis or dissertation, travel for research or consultation in connection with the thesis or dissertation, and other expenses such as microfilming, publishing and binding of the thesis or dissertation, rental of cap and gown, diploma, laboratory equipment, and computer fees.

7. The costs shown above are based on an academic year, and therefore do not include expenses for holiday or summer periods. The cost of attending summer session is also not included.

8. The costs shown are based on those for a single person. Married students who plan to bring their spouses to the United States should add between $4,000 and $7,000 per calendar year to their budgets. Students with children should add between $1,500 and $3,000 per child per calendar year to their budgets. **Spouses, children, and other dependents should not be brought to the United States unless the student is absolutely certain of their financial support and can prove availability of sufficient funds.**

9. The costs shown do not include the cost of international and domestic travel.

10. Acceptable documentation of financial resources is required by U.S. institutions before a certificate of eligibility (I-20AB or IAP-66) can be issued for a visa. See Financial Planning.

English Language Proficiency

Prospective students must be able to read, write, speak, and understand the English language at a high level of proficiency for academic purposes. Much of their success will depend on their fluency in English. Most colleges and universities require foreign applicants to demonstrate a certain level of English proficiency before they are admitted. This is usually determined by the results of a standardized English proficiency test. Students who do not have the necessary level of English proficiency may be denied admission or required to participate in an intensive English language training program at the college or university to which admission is sought or at a nearby institution. Such training will involve an additional investment of time and money. Students are strongly advised to study as much English as possible before their departure for the United States.

Students who plan to enroll only in an intensive English language training program and then return home are not usually required to take a standardized English proficiency test for admission. In some countries, visas are not issued or are difficult to obtain for English language study only.

Visas and Passports

An **F-1 visa** is given to students who have been accepted for entrance into an academic institution in the United States. The U.S. college or university sends an

I-20AB document, which must be taken to the American consulate in the student's country along with financial documentation for the visa application. The financial documentation may consist of a notarized affidavit from a relative who is supporting the student financially, a bank statement showing sufficient funds to meet at least the first-year expenses at college, or a letter from a government or private agency that is providing funds. Students should be sure to check with the admissions office at the U.S. college to ensure that their financial documentation meets the office's requirements.

Students entering the United States with funding other than their personal funds may be required to obtain a **J-1 exchange visa** rather than an F-1 visa. These include students who are being supported by funds from the U.S. government, the government of the student's country, international organizations, or a U.S. college or university. If a U.S. college requires a J-1 visa, the college will send an IAP-66 form, which must be taken to the American consulate in the student's country for a J-1 visa stamp in his or her passport. J-1 visas are usually given for one year at a time. Extensions may be given for the amount of time needed to complete the course of study.

Students must obtain a **passport** in their country for admission into the United States. In addition, an Arrival-Departure Record—a white card called the **I-94**—is stapled to the passport upon entry into the United States. This card indicates for how long permission to remain in the country has been granted. International advisers at U.S. colleges or universities can assist students in extending their stay once in the United States, but their passports must be valid for six months beyond the date to which an extension is requested.

After reviewing the I-20AB and documentation, the consular officer will seal the I-20AB in an envelope for the student to hand to the immigration officer at the port of entry. The immigration officer will determine that there is an F-1 entry visa in the passport and will return page 3 of the I-20AB to the student. This is the copy that must be retained in the passport; it is a record of one's stay in the United States, including dates of reentry, entry of spouses and children, employment authorization, and school graduation.

Sources of Information and Advising

Prospective students should normally begin their inquiries with one of the recommended agencies in the home country. Students sometimes waste time and money by contacting commercial agencies or by applying directly to colleges before obtaining sufficient and accurate information and advice.

The recommended agencies (see Appendix D) include binational centers and commissions, United States Information Service (USIS) offices, and the offices of the Institute of International Education (IIE) and America-Mideast Education and Training Services, Inc. (AMIDEAST). These agencies provide information and advising services at no charge. They maintain libraries of basic reference works on study in the United States, college and university bulletins, and financial aid information. Many also have videotapes and other audiovisual material about academic life in the United States. Most offer individual and group advising and predeparture orientation programs. Test bulletins are available and some advising centers also serve as test registration or test administration centers for U.S. standardized admissions tests.

Students who do not live within commuting distance of an advising center should write to the advising center in their country. If there is no advising center,

they should contact the Cultural Affairs Officer at the U.S. embassy or consulate for guidance.

There are numerous publications about U.S. higher education. Many of these are published in the United States. Others are prepared by the advising center in the student's country. Publications include reference works that describe undergraduate and graduate study opportunities, fields of study, and specific institutions. Other materials include guides to admissions procedures and predeparture orientation handbooks. There are also videotape recordings and other audiovisual materials about study in the United States. **Both printed and audiovisual aids should be current, unbiased, and recommended by recognized advising centers.**

The Foreign Student Information Clearinghouse (FSIC) is a computerized service that can help identify colleges and universities in the United States based on a user's own specifications. To use this service, users specify the characteristics most important to them in selecting a college or university. These specifications are fed into a computer, and the FSIC provides a list of selected institutions that best meet these requirements. A nominal fee is charged for this service.

The FSIC was developed by the National Liaison Committee on Foreign Student Admissions in cooperation with the United States Information Agency (USIA). It is available through advising centers, or by contacting the Foreign Student Information Clearinghouse, The College Board Office of International Education, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The Admissions Process

The admissions process—the procedure for gaining entrance to a college—differs from college to college but generally follows this pattern. After consulting an advising center, a prospective student writes to the admissions office for application materials. Upon receipt of these materials, the prospective student, now referred to as an "applicant," follows the instructions sent with the materials. The applicant completes forms and makes certain to register for required tests. Arrangements are made to have necessary documents sent directly to the college.

Upon receipt of all required forms and documents, the admissions office reviews the application materials and makes a recommendation to an admissions committee. At the undergraduate level, most admissions decisions are made by members of the professional admissions staff. At the graduate level, the admissions committee is usually comprised of faculty members from the department or school to which admission is sought and a representative of the admissions office. The admissions committee makes one of five decisions: to offer admission, to offer conditional admission, to deny admission, to "wait list" an applicant, or to delay for further information.

In all cases, the applicant should receive a letter from the institution. If admission is offered, the college will usually give a specific date by which the applicant must reply. An applicant must respond by accepting or declining the offer of admission. If the offer is accepted, the college sends further information and documents necessary to apply for the appropriate visa.

If admission is denied, the college may give general reasons for the denial. If an applicant is "wait listed," this means that although the applicant has been evaluated as being qualified, there are more qualified applicants than available spaces. Other qualified applicants who have been offered admission must therefore turn down the college's offer before wait-listed applicants will have a chance for admission. Since most applicants apply to more than one institution, it is often possible for wait-listed applicants to gain admission.

Conditional admission means that the applicant will be required to required to

fulfill one or more conditions before full admission and entrance to the academic program is approved. For example, an applicant may be required to attend and successfully complete a designated intensive English language program in the United States prior to the beginning of the academic year.

Timing and Responsibility

Applicants should begin the admissions process early. Although colleges have application deadlines, most will begin processing and admitting students before these deadlines. This means that even if an applicant is highly qualified, there may be no spaces left by the deadline date. In addition, some prospective students are attracted to colleges with late deadlines such as July or August, one or two months before the beginning of the term. It normally takes several weeks for colleges to evaluate foreign applications, and it takes time to apply for a passport and visa and to prepare for the trip.

Responsibility lies with the applicant for submitting completed forms, arranging for documents to be sent directly to colleges, registering and taking required standardized tests, responding to letters from the colleges, and meeting all deadlines. A late response or no response may indicate to the college an applicant's lack of interest or commitment. In extreme cases, a college may decide that an applicant has dropped out of the admissions process. Applicants should make sure that all letters, forms, documents, and other materials are sent by airmail, and that all such documents indicate the same spelling of name and return address. Applicants are advised to check periodically with the admissions office to determine the status and completeness of their file.

The admissions process is time consuming for both the applicant and the colleges. The applicant will want to take time to submit the best possible application. The colleges will want to take time to evaluate the submitted forms and documents as carefully and fairly as possible. The process also requires the sending and receiving of inquiries and application materials, which even by airmail take additional time. For these reasons, planning and preparation for study in the United States should ideally begin about 18 to 24 months before the anticipated date of enrollment. The following planning calendar is suggested. It is based on enrollment in August or September, when most foreign students begin their university studies in the United States.

Admissions Planning Calendar

Two Years before Admission

September	■ Identify and contact sources of information and advising about U.S. colleges, universities, and other postsecondary institutions. ■ If English is not your first language, find out about standardized English language tests required by most U.S. institutions. ■ Be sure you are taking or have taken courses that prepare you for undergraduate or graduate study in the United States.
October	■ Review publications and other materials available at advising centers. Discuss your plans with an adviser. ■ Ask your adviser whether U.S. college or university representatives will be visiting your country. Note the dates and places, and try to attend at least one meeting.
November	■ Discuss your plans with your teachers or professors, family members who work in your field of study, and if possible, persons who have studied in the United States. ■ If you do not have access to the catalogs and bulletins of the colleges or universities in which you are interested, write to these

institutions. Explain that you do not have access to their catalogs and would like to obtain one.

December
- Obtain information about and registration forms for tests required by the colleges or universities you are considering.

January
- Review your list of colleges and universities based on information collected from reference books, bulletins, the FSIC, and other materials.
- Select three to six institutions (or more) to which you will apply, making sure that you understand the fees (some non-refundable) that must accompany applications for admission.

February-May
- Develop your financial plan. Consider how you will pay for your education, living expenses, and transportation for each year of study in the United States.
- Research financial resources available in your country.
- Request application materials.
- Register for required standardized admissions tests (see Taking Required Tests).

Spring
- Take standardized tests for which you registered.
- Write for admissions forms and information. Request financial aid application forms, if you intend to apply for aid.

Summer
- Use this opportunity to practice your English.
- Read college application instructions carefully to find out what information is required and when it must reach each college to which you are applying.

One Year before Admission

September
- If you have not yet taken standardized admissions tests, or if you and your adviser think you can improve your scores, register for a test date, preferably before November.
- Find out the procedures at your schools (secondary and postsecondary schools you have attended) for sending your academic records (transcripts, school certificates or mark sheets) to the colleges to which you are applying.
- If colleges have provided forms for recommendations, give them to teachers and other persons you have selected.
- Complete application forms.
- Complete financial aid forms.
- Apply early.

November
- Be sure to request that test scores of all required tests be sent to all the colleges on your list.

December
- Reply promptly and completely to any requests for additional information you may receive from colleges to which you have applied.

January
- Request information on intensive English language training programs in the event you do not meet English language requirements, or if you wish to further improve your English proficiency in the United States before enrolling in an academic program.

February-April
- Review your financial plans.
- Improve your English.
- If applicable, begin making arrangements for family who will remain at home.
- You will probably hear from colleges during this period. Be sure to read all correspondence carefully and observe any deadlines for responding.

May	■ Write to colleges from which you have not received a response. ■ Review predeparture procedures. ■ Confirm housing arrangements with the college of your choice. ■ Notify colleges you will not be attending of your decision. ■ Apply for a passport.
June	■ Apply for a visa. Check with the U.S. embassy or consulate to be sure you have met all requirements for entry into the United States. ■ Investigate and participate in predeparture orientation programs in your country. ■ Make travel arrangements.
July	■ Use this opportunity to continue upgrading your English proficiency.
August	■ Make sure all your predeparture activities are complete.
August or September	■ Depart for the United States.

Selecting Institutions

Students from overseas choose colleges and universities in the United States for many of the same reasons they would choose colleges in their own countries. They make a realistic appraisal of their own capabilities and limitations, and consider such factors as the academic reputation of the college and its programs, faculty, facilities, student services, campus life, and costs, as well as the character and climate of the region and the environment of the college. Current information about colleges and their programs can be found in numerous publications. Refer to the list of selected resources in Appendix B.

Detailed information is also available in college bulletins, also called catalogs or calendars. If college bulletins are not available in paper form, they may be found on microfiche at many of the advising centers listed in Appendix D.

The Foreign Student Information Clearinghouse (FSIC) and the *College Handbook Foreign Student Supplement* are also useful in selecting institutions of higher education in the United States (see Sources of Information and Advising).

Students should select three to six or more institutions that are appropriate to their goals. Applying to only one or two institutions limits the possibility of being accepted to study in the United States.

Requesting Application Forms and Information

After selecting the institutions to which admission is sought, students should request application forms and information by using an available form or writing a letter. The form or letter should be sent to the Office of Undergraduate or Graduate Admissions by airmail.

Advising centers can be consulted about the availability of a "request for application material" form. If such a form is unavailable, students should write a letter providing the following information:

1. Name (underline family name), address (complete mailing address), date of birth, citizenship and country of residence, and native language.
2. Complete outline of educational background: number of years of education, where obtained (names of schools attended), academic performance (grades or marks, class rank), and certificates, diplomas, and or degrees earned.
3. Proposed plan of study (degree or nondegree study, degree sought, field of study), number of months or years to be spent in the United States, and month and year of expected entrance.

4. Names and dates of any U.S. standardized admissions tests already taken, e.g., Test of English as a Foreign Language (TOEFL), Scholastic Aptitude Test (SAT), or Graduate Record Examination (GRE). (These and other tests are described in Taking Required Tests).

5. Number of years of formal English language study.

6. Sources and amount of funds available for each year of study in the United States.

7. Request for complete information on admissions requirements and application materials.

8. Request for financial aid information and application materials, if financial assistance is sought.

All information and application materials should be sent by airmail. Replies may be delayed for a number of weeks because institutions receive large numbers of inquiries. If a reply is not received after six weeks, a follow-up letter should be sent, together with a copy of the form or letter previously submitted.

Completing Applications

Institutions have different procedures and requirements for the admission of foreign students. Applicants must follow the specific instructions provided by each institution. **Even though an institution receives an application for admission, that does not mean admission will be granted.**

Institutions will specify which documents and information they require. Printed forms, when provided, must be used. Generally, the following are required:

1. *Application for admission form.* Students are generally asked to provide information about their education, employment, choice of degree program, formal instruction and proficiency in English, health, and the amount of funds available for study in the United States. The application should be completed in full, with some indication made if a question does not apply. Periods of time during which the student was neither in school nor employed should be explained.

   The student's name should be given in exactly the same form and spelling on all application forms, test forms, correspondence, and other material. The family name must be clearly indicated. Records are kept under this name.

   The same mailing address should always be used, and some indication made if the mailing address is different from the home address.

   If two or more sets of application forms are sent by the institution, they should be completed identically; if requested, two sets of documents should be enclosed.

2. *One or more statements or essays on topics specified by the institution.* These are usually part of the application for admission form. Statements or essays are often required to assess an applicant's views and approaches to general or specific topics, and the ability to communicate ideas, thoughts, and feelings. Often statements or essays about topics that are important to the applicant but are not covered in the application are invited.

3. *Official records of previous education.* Usually an applicant's previous education must be chronologically outlined and documented with academic records. Required documents will be specified in the instructions. If possible, original documents should be sent. However, when original documents are difficult to obtain or replace, the applicant should ask if a certified true copy may be substituted. Documents not issued in English must be accompanied by certified

or official translations. Typewritten translations alone without a photocopy of the original document will not be accepted. The required documents usually include:

a. Transcripts or grade or mark sheets documenting previous education.
b. Copies of diplomas or degrees.
c. Copies of the results of comprehensive examinations given regularly in the home country or country of residence.

Other detailed information may be required.

It is the applicant's responsibility to follow instructions and to provide required documents. Applicants will avoid delays if they follow instructions rather than seeking to alter or waive requirements.

4. *Evidence of English language proficiency*, usually in the form of TOEFL scores. Applicants whose native language is not English are usually required to document the results of an examination of their English language proficiency. Most U.S. institutions require the Test of English as a Foreign Language (TOEFL). Among other examinations which some institutions accept is the University of Michigan English Language Institute Test.

5. *Results of academic entrance examinations*, e.g., SAT, GRE, etc. Many institutions require the results of one or more academic entrance examinations. Refer to Taking Required Tests for information about the tests most frequently required.

6. *Letters of recommendation*. Some institutions require one to three letters of recommendation. Usually these should be written by teachers with whom the student has studied, and by employers if the employment was in a professional area in which the applicant now seeks further education. Recommendations for graduate study usually require a detailed analysis of the applicant's capabilities and promise in the proposed area of study. Evaluations weighing both the applicant's strengths and weaknesses carry more significance than recommendations that are entirely favorable.

   If forms for this procedure are provided, they must be used. Recommendations should be sent by airmail directly to the institutions by the person writing the recommendations.

7. *Statement of the applicant's financial resources for study in the United States*. Nearly all institutions require applicants to submit a financial statement providing complete and accurate information about available funds. This statement may be a section of the application or a separate questionnaire. Many institutions also require applicants to support their financial statements with proof such as a bank statement signed by a bank official, or a letter of support from a sponsoring organization (scholarship, grant, or fellowship-granting body, or an employer). Sometimes institutions require financial statements and supporting documents to be notarized by a U.S. government official.

   Institutions cannot issue documents required for the visa application unless financial certification is received. Financial certification is sometimes also required at the time of visa application.

   Prospective students must not plan to travel to the United States without guaranteed means of support at the level indicated by the institution. Students should not plan on working in the United States to pay for any part of their expenses. Foreign students are not allowed to work unless they have been granted work permits by the United States Immigration and Naturalization Service (INS). While permission can be given at some institutions for work on campus as part of the student's financial aid package, employment off campus must be approved by the INS. Permission is given only if

serious and unforeseen changes take place in a student's financial arrangements after arrival in the United States. Permission is granted only after at least one year of academic work has been completed in the United States.

8. *If financial aid is sought, the prospective student must complete a financial aid form.* Prospective students who have requested financial aid may receive a financial aid application form in addition to the application for admission form. Financial aid forms require students to give accurate information about family resources, the amount of funds available from other sources, and the amount of financial aid needed. All questions must be answered as completely and accurately as possible. There are few financial awards that cover all expenses and aid is extremely limited. Usually only applicants who are highly qualified and show extreme financial need are eligible. See Financial Planning.

9. *Application fee.* Most institutions require an application fee, which must be submitted in U.S. currency with the application for admission form. Fees range between US$10.00 and US$75.00. Most fees are nonrefundable.

In some cases, institutions require or recommend that foreign applicants be interviewed by a designated representative or agency. In some fields, the submission of portfolios of the applicant's work is required. Students transferring from another college or university should include course descriptions and course syllabuses.

Application deadline dates may be as early as October 1, 12 months before the desired date of enrollment, or as late as July or August, 1 or 2 months before the desired date of enrollment. In most cases, the application deadline for foreign applicants is earlier than that for U.S. citizens, especially if financial aid is requested. Applications received after the deadline are usually not considered.

Taking Required Tests

Most institutions require the submission of the results of one or more standardized tests. The more frequently required tests are described below. Currently enrolled foreign students recommend that prospective students become familiar with the type and format of these tests.

Some tests may be taken more than once. If an applicant submits two or more sets of results for the same test, an institution may use the highest score, the most recent score, or an average of the scores. There is no standard practice among colleges and universities as to which score is used. Most institutions will, however, take into account that the applicant is a foreign student when interpreting test scores.

Standardized tests are administered on the same dates throughout the world. The annual schedules for various tests are set in advance. Registration is required and registration deadlines are usually six weeks before the test date. Test results are generally available about four weeks after the test, and are sent to the test taker and to institutions in the United States which the test taker has specified. Information about test dates, test sites, registration procedures, as well as test bulletins which include information and an application form are available at the advising centers listed in Appendix D. If there is no advising center in your country, write to the appropriate administrative center in the United States.

Test of English as a Foreign Language (TOEFL). Three and one-half hour multiple-choice test of English proficiency in three parts: listening comprehension, structure and written expression, and vocabulary and reading comprehension. The TOEFL test is administered 12 times a year. There are two TOEFL testing programs. Under the International Testing Program, the test is administered on Saturdays. Under the Special Center Testing Program, the test is given on Fridays. U.S.

administrative center: TOEFL, CN 6154, Princeton, New Jersey 08541-6154 U.S.A.

Test of Spoken English (TSE). Thirty-minute test of spoken English sometimes required in addition to the TOEFL. The TSE is administered 12 times a year. U.S. administrative center: TSE, P.O. Box 6157, Princeton, New Jersey 08541-6157 U.S.A.

Test of Written English (TWE). Thirty-minute essay test of written English sometimes required in addition to the TOEFL. The TWE is a required part of the TOEFL test at four administrations. U.S. administrative center: TWE, P.O. Box 6154, Princeton, New Jersey 08541-6154 U.S.A.

Scholastic Aptitude Test (SAT) of the College Board. Two and one-half hour multiple-choice test that measures verbal and mathematical skills. An additional 30-minute multiple-choice *Test of Standard Written English (TSWE)* is administered with the SAT. The SAT is often required for undergraduate admission. The SAT, TSWE, and ACH (see below) are part of the Admissions Testing Program (ATP). U.S. administrative center: College Board ATP, CN 6200, Princeton, New Jersey 08541-6200 U.S.A.

Achievement Tests (ACH) of the College Board. One-hour multiple-choice tests to measure achievement in 14 subjects such as chemistry, history, and mathematics. The SAT and Achievement Tests cannot be taken on the same day. U.S. administrative center: College Board ATP, CN 6200, Princeton, New Jersey 08541-6200 U.S.A.

American College Testing Program (ACT). Three-hour objective test that measures general educational development in English, mathematics, social studies, and natural sciences. Sometimes required for undergraduate admission. U.S. administrative center: American College Testing Program, P.O. Box 414, Iowa City, Iowa 52243 U.S.A.

Graduate Record Examination (GRE). Three and one-half hour General Test that measures verbal, quantitative and analytical ability, and three-hour Subject Tests in 15 fields. Scores on the General Test and/or one Subject Test are often required for admission to graduate and professional schools, and by fellowship sponsors. U.S. administrative center: Educational Testing Service, CN 6104, Princeton, New Jersey 08541-6104 U.S.A.

Graduate Management Admission Test (GMAT). Three and one-half hour test of general verbal and mathematical skills. Usually required for admission to graduate schools of management or business. U.S. administrative center: Educational Testing Service, CN 6103, Princeton, New Jersey 08541-6103 U.S.A.

Preparing for an Academic Experience in the United States

After completing admission procedures there is usually a period of time when it appears there is nothing to do except to wait for replies from the institutions to

which applications have been submitted. There is much to be done! Follow the steps outlined in this checklist.

1. After receiving notification of admission from the institution of choice, write a letter (or if provided, complete the form) indicating that you wish to enroll. **Be sure to meet all deadlines.**
2. If more than one letter notifying you of admission is received, write a letter (or if provided, complete the form) to the institution(s) you *will not attend* indicating you will not enroll. Return any official documents (such as I-20AB forms) that may have been sent to you. **Observe all deadlines.**
3. If you are being sponsored by an organization, notify this organization of your plans. Follow procedures required by your sponsor.
4. If not already completed, make housing arrangements. Submit an application for housing, and if required, a deposit.
5. Apply for a passport. (See Visas and Passports.)
6. Apply for a visa. (See Visas and Passports.)
7. Acquaint yourself with the institution you will attend. Learn about the campus and community in which it is located. Read the bulletin and other publications of the institution. Contact alumni.
8. Make travel arrangements. Plan to arrive in time to participate in the orientation for new students.
9. Advise the foreign student office (sometimes called the international student services office or something similar) at the institution you will attend of your travel plans.
10. If necessary, find out to which address unaccompanied baggage should be sent. Unaccompanied baggage (belongings not taken with you but sent separately) is usually sent by mail, but you can also arrange for surface or air delivery through shipping companies.
11. If applicable, make arrangements for family members who will remain at home. If they will accompany you, learn about the availability of housing and other services.
12. Make sure that you will have adequate funds for academic and living costs upon arrival.
13. Arrange the transfer of funds from home or from your sponsor to you in the United States.
14. Participate in a predeparture orientation program conducted by the advising center in your country.

Many advising centers throughout the world distribute predeparture orientation handbooks which describe in detail all of the procedures outlined above. Advisers can provide invaluable assistance in answering questions and making suggestions about your stay in the United States. Upon arrival on campus, you should attend an orientation program and obtain an orientation handbook. **It is important to attend the orientation program and to read the orientation handbook carefully. Both academic and nonacademic matters are covered. Experience has shown that academic success is enhanced by a smooth transition to American life.**

Sources of Assistance in the United States

There are many services available to students in the United States. No one office or person can assist with all their concerns. Different offices and persons provide assistance for different problems. Generally, the **foreign student adviser** provides information and assistance about adjustment to academic and campus life, community activities, permission for employment, transfer to another institution, and visa matters, and will direct students to the appropriate office or person for other problems.

Academic advisers explain academic requirements and advise about the selection of courses. They also provide guidance if students are experiencing difficulty with a professor or finding that their English proficiency is not sufficient to keep up with their studies.

Individual professors provide help with the courses they teach. Students should consult a professor early if they have questions or problems with lectures, assignments, or other matters related to a course.

Most campuses have a **housing office** that provides information about on- and off-campus housing. All institutions will have a **health center or clinic,** which provides a range of medical care services and information about health insurance.

Students should familiarize themselves with the services on campus upon arrival.

What to Expect

Students may experience some degree of jet lag (the physiological phenomenon of adjusting to a new time zone) and culture shock (the psychological experience of adjusting to a new culture). Both are natural reactions to change. Jet lag lasts for about two days to one week, after which the body returns to a normal pattern of eating and sleeping. Culture shock may be mild or quite severe and may be experienced at different times. Some students may feel isolated and frustrated, homesick, or hostile toward the United States, may begin to question why they are studying abroad, or become excessively dependent on students from their home country. These symptoms are sometimes expressed as physical ailments such as headaches, stomachaches, inability to sleep, or sleeping too much. It is important for the student to maintain perspective, evaluate expectations, and keep an open mind. Students experiencing culture shock must not withdraw. They should seek help, keeping in close touch with the staff of the international student office, who are professionals experienced in assisting students with the stages of adjustment.

Sometimes students find reverse culture shock more difficult and uncomfortable than culture shock. Reverse culture shock, the psychological readjustment upon return home, is frequently unexpected. Many institutions conduct "reentry" seminars or workshops for students about to return home. Students should participate in these programs, or at least have an informal conversation with the foreign student adviser before departing.

Financial Planning

The importance of careful and realistic financial planning for study in the United States cannot be overemphasized. Higher education is expensive. Prospective stu-

dents are required to provide certification of financial support for the entire period of study, not just for the first year. There are few sources of funds for foreign students in proportion to the number who need and seek financial aid, and even fewer sources of funds that cover all expenses.

This section supplements the information provided in chronological order in Timing and Responsibility. Also refer to Costs. Students should use the Sample Budget Form in order to plan their finances.

Travel

Students usually travel to the United States by air. International airfares vary considerably depending on the country of origin, age and status of the passenger (some airlines offer special student rates), and time of year. Check with airline offices, reputable travel agencies, or educational exchange organizations that organize economical travel to the United States. Consult an advising center (see Appendix D) for information about educational exchange organizations.

The cost of travel within the United States also varies. Bus and rail transportation are usually the most economical, particularly if special tickets or "passes" are purchased in the home country. Air travel is more expensive, but airlines often allow certain stopovers within the United States at no extra charge.

Travel arrangements must be made early. Certain airfares require reservations far in advance of the date of travel. During late summer it is sometimes difficult to book a seat on an airplane due to large numbers of holiday travelers.

Students should *purchase travel insurance* if they are not covered by another insurance plan for the period from when they leave home until they arrive on campus. It is important that the policy be payable in the United States.

English Language and Orientation Programs in the United States

Enrollment in a summer English language program, orientation program, or both before beginning the first term of academic study can be very useful to the new foreign student. These programs provide an excellent way to increase English language proficiency and to become familiar with academic and cultural life. Some orientation programs focus on particular fields of study, such as business management, economics, or engineering. Other orientation programs focus on American life and include "homestays," that is, opportunities for students to live with American families.

Participation in these programs will involve some expense. Enrollment in an English language program or an orientation program conducted by an institution will require the payment of tuition and fees and living expenses, and the purchase of books and supplies and health insurance. Tuition alone can range from $500 to $3,000 for a 12-week term. Participation in homestay programs may require the payment of additional administrative fees, health insurance, and incidental expenses.

In some cases, an institution may require foreign students to participate in a specific summer program to improve their English language proficiency as a condition for enrollment admission to the institution. In most cases, participation is voluntary.

Tuition and Fees

Tuition and fee rates are subject to change and usually increase from year to year. Tuition and fees must be paid at the beginning of each term. There are usually penalty charges for late payment, and students are prohibited from registering for the next term until tuition and fees for the previous term are paid in full. Tuition

and fee increases vary with inflation at a rate of 2 to 10 percent or more per year. It is essential to anticipate rising costs throughout the period of study in the United States.

Room and Board

As noted earlier, the costs for living accommodations and food will differ depending on whether or not a student lives in college or university housing. College or university housing includes dormitories, cooperatives, graduate living units or apartments, and other living facilities.

Dormitories or residence halls provide rooms with basic furniture for single or shared occupancy. Students are usually required to provide blankets, pillows, sheets, towels, and study lamps, and to eat in their residence hall or university dining hall. Contracts for room and board are purchased for the term or academic year and generally cannot be cancelled. Since many dining halls close during vacation periods, there will be added expenses for eating at restaurants. Students who wish to cook should inquire beforehand whether this is permitted in the room, or whether a kitchen is available.

Cooperatives require students to do some housekeeping and to help prepare and serve their own meals, thus reducing room and board expenses. Students living in cooperatives may be expected to provide some of their room furnishings, such as blankets, sheets, and towels.

Graduate living units usually have basic furniture; some have kitchen facilities. Occupants may have to provide blankets, sheets, towels, and cooking and eating utensils. If meals cannot be cooked in the living unit, students may eat in the university cafeteria or dining hall.

Other living groups, such as fraternities, sororities, eating clubs, language houses, and other societies, may provide living accommodations and or eating facilities. Membership is usually by invitation and the cost varies.

Married student housing is available at some universities, although it is severely limited. There may be long waiting lists for occupancy. **Married foreign students should inquire early.**

Nonuniversity housing, accommodations in private homes and rooming houses, international houses, and private apartments vary in cost depending on proximity to campus (generally the more expensive units are closer to campus), location (rent is more costly in large cities), and region (some regions of the United States are generally more expensive than others). New occupants are usually required to pay a deposit, which may or may not be refundable. Unfurnished rooms or apartments will require the purchase of furniture and other goods. In addition to rent and food, monthly expenses will include utilities (electricity, gas, telephone) and other nonfood items (such as cleaning and laundry). There may be other deposits, such as telephone, utilities, and cable television. Since nonuniversity housing usually cannot be secured before arrival, there will be further costs for temporary accommodations at a hotel or other facility.

If information about university and nonuniversity housing is not provided during the application process or with the letter of admission, write immediately to the housing office for information and application forms.

Books and Supplies

As noted earlier, the cost of study materials, including books and necessary supplies, needs to be taken into account. In disciplines such as engineering and architecture, expenses are higher than in other fields.

Regardless of the field of study, the purchase of a typewriter or computer may be necessary. Many institutions charge computer fees that give students access to

software, personal computers, and mainframe installations. Students are advised to check the availability of both used and new equipment. Costs may be as low as $100 ranging to $3,000 or more.

Health Insurance

Health or medical insurance is now required by most colleges and universities because of the high cost of medical care in the United States. Coverage is generally required for dependents, too. Students should understand the following:

1. Many universities require foreign students to be covered by health insurance from the date they leave home until their return.
2. Some health insurance plans provide medical protection for an academic year. Others cover the full calendar year.
3. Most insurance plans **do not** cover all medical expenses. For example, dental and eye examinations, routine health examinations, and pregnancy or any complications **are not** covered by standard student medical insurance policies.
4. Most insurance plans do not cover payments for the treatment of medical conditions already existing at the time a student joins a health or medical insurance plan.
5. Most insurance plans have a deductible, a minimum amount or a percentage of the costs that must be paid before the coverage begins.
6. Students should be sure to find out what their health insurance covers and augment it with other insurance if necessary.

Incidental Expenses

Incidental expenses include daily necessities, laundry, clothing, occasional restaurant meals, stationery and postage, local transportation, recreation, and entertainment. Not included are the costs of nonessential items such as household equipment or an automobile. Incidental expenses will vary according to a student's habits and preferences.

Summer Expenses

All students will incur expenses during the three- to four-month summer period which must be added to the costs for the academic year (see Costs). Students who enroll in summer session must add the cost of tuition and fees, and living expenses and books and supplies, for this period as well. Students who choose to travel within or outside the United States must calculate the cost of travel, accommodations, and food and other items. Students who return home will have international travel expenses.

Some students may wish to work during the summer. However, the Immigration and Naturalization Service grants permission only under exceptional financial circumstances, and never before the student has been in the United States at least 12 months. **There is no guarantee that this permission or employment can be obtained. Therefore, financial planning must include sufficient funds to cover all living expenses for the summer period.**

Married Students

Married students who plan to bring members of their families to the United States must plan carefully for the family's support. Additional expenses for housing, food, health care and insurance, and child care and schooling must be considered. **Spouses, children, and other dependents may not come to the United States unless the student is absolutely certain of their financial support and can prove availability of sufficient funds.**

Financial Arrangements

Prospective students must complete financial planning and make financial arrangements prior to their departure for the United States. If financial aid has been offered from any source, they should have a detailed written statement about the conditions and the amount of such support. All documents regarding financial support must be submitted before students can be admitted to a university or college.

Obligations of Private Sponsors. Private sponsors (individuals, agencies, or corporations) should always provide the student with an official, detailed, written statement of the award or support granted so that financial responsibility is fully and clearly established, including disbursement of any taxes owed. If the sponsor is an individual, the sponsor should attest that he or she is willing and able to support the prospective student to the extent required and that, if necessary, the sponsor is ready and willing to deposit a bond to guarantee that the student will not become financially destitute during the period of study in the United States.

Currency Restrictions and the Transfer of Funds. Before making plans to study in the United States, prospective students should become familiar with the regulations of their own government or the government of the country in which they reside in order to avoid problems with currency restrictions and the transfer of funds. Students should notify the university they will be attending as soon as possible of any government requirements which restrict the amount of money that can be taken out or transferred from their country. Students should advise the university of any documents that are required for taking out and transfering funds prior to their departure for the United States.

Banking Services. If funds will be transferred to a student from a sponsor in the home country, banking connections with a U.S. bank close to the college or university should be established. Students should consult the international department or foreign exchange department at the sponsor's bank, or a branch of a U.S. bank in the home country. Students will be advised about opening a bank account and other banking matters during orientation or by the foreign student adviser.

Money Needed Upon Arrival. In addition to tuition and fees, a minimum of $2,000 to $4,000 is needed upon arrival for various study-related and living expenses. Many institutions will provide a breakdown of the amount that must be made available (for example, by wiring it to a local bank) for the academic year. Students are advised to purchase traveler's checks, which can be cashed anywhere in the United States, at a local bank or money exchange center. **Students should never carry large amounts of cash.**

Sample Budget Form for Financial Planning

Use the following form to complete financial planning for every year of the anticipated stay in the United States. Use U.S. dollars in completing the form.

	1st Year	2nd Year	3rd Year	4th Year
Application fees and admissions tests	$_____	_____	_____	_____
Source and amount of funds				
_____	$_____	_____	_____	_____

	1st Year	2nd Year	3rd Year	4th Year
Travel to and from the U.S.	$			
Source and amount of funds:	$			
Tuition and fees				
Academic year	$			
Summer session	$			
Source and amount of funds:	$			
Books and supplies				
Academic year	$			
Summer session	$			
Source and amount of funds:	$			
Health insurance				
Calendar year	$			
Source and amount of funds:	$			
Housing and food				
Academic year	$			
Holidays during academic year	$			
Summer	$			
Source and amount of funds:	$			
Incidental expenses				
Academic year	$			
Summer	$			
Source and amount of funds:	$			
English language and orientation program (if applicable)	$			
Source and amount of funds:	$			
Expenses for dependents (if applicable, for each adult and child)				
Travel	$			
Housing and food (12 mos.)	$			
Health insurance (12 mos.)	$			
Incidental expenses (12 mos.)	$			

	1st Year	2nd Year	3rd Year	4th Year
Child care and schooling	$_____	_____	_____	_____
Source and amount of funds:	$_____	_____	_____	_____
Subtotal of costs	$_____	_____	_____	_____
Unexpected expenses (10 percent of subtotal of costs)	$_____	_____	_____	_____
Total cost per year	$_____	_____	_____	_____
Total funds available	$_____	_____	_____	_____
Additional funds required (subtract total funds available from total costs)	$_____	_____	_____	_____

Financial Aid

There are various types of financial aid available for study in the United States. The term **scholarship** refers to financial assistance for undergraduate study. The terms **fellowships** and **grants** refer to financial assistance for graduate study and research. **Research and teaching** assistantships refer to financial assistance for graduate students that require up to 20 hours per week of work. Research assistantships require assisting a specific professor or research group. Teaching assistantships involve tasks such as taking attendance, developing and marking examinations, marking assignments, and teaching sections of classes or subsections of larger classes.

Some forms of financial aid require that students apply in their home country or country of residence. Others require that they apply in the United States and sometimes also require students to have completed one academic year of study in the United States.

Some types of financial aid require some form of work during the period of study in the United States (for example, research and teaching assistantships), or a commitment to work with certain kinds of organizations (such as nonprofit or international organizations), or a specific organization (for example, a government agency or company in the home country). Other types of financial aid require no work.

One form of financial aid is outright gifts requiring no repayment of any kind except return to the home country. Another form of financial aid is loans that must be repaid after completion of study. Foreign students usually cannot apply for loans from U.S. banks.

Some financial aid awards are taxable under U.S. tax law. This may reduce the amount of the award actually available to students to cover expenses. If the tax status of an award is not made clear in the award letter, the student should check with his or her sponsor.

Financial aid may be granted by organizations in the home country or country of residence, in the United States, or by international organizations. These organizations include governments, foundations and other nonprofit organizations, aca-

demic institutions and societies, private corporations and individuals, and loan agencies.

Financial Aid Application Process

Financial aid may be awarded based on need, merit, or both. In all cases, consideration is given to educational achievement, ability, and promise; motivation and commitment; the proposed plan of study; and future plans. Financial aid application deadlines may be as early as one and a half years prior to the desired date of enrollment. The application process may involve one or more of the following:

1. Completion of an application form.
2. Submission of supporting documents such as the students' or their parents' bank statements.
3. Copies and certified translations of official records of the students' previous education.
4. Evidence of English language proficiency, usually in the form of TOEFL scores.
5. Results of academic entrance examinations, e.g., SAT, GRE.
6. Letters of recommendation.
7. Interview, perhaps by a committee of two or more persons.
8. Letter of acceptance from a college or university.

Applicants for financial aid must, therefore, plan on spending as much time on financial aid application procedures as on the admissions process. Financial aid is extremely limited; applicants are extremely numerous. **Few sources of financial aid cover all expenses. Prospective students should apply to more than one source of financial aid.**

Financial Aid Available to Foreign Students

Described below are the various types of financial aid available to foreign students. For further information, students should consult the organizations listed, the advising centers listed in Appendix D, and the publications listed in Appendix C.

Sources outside the United States:

1. *Government* ministries and agencies in many countries have programs to encourage study in certain fields. Frequently these programs provide scholarships and grants to qualified individuals for study abroad. Students should also consult teachers and publications, and write to the ministry of education for a comprehensive list of scholarships and grants.
2. *Organizations*, including charitable foundations, business corporations, church and religious groups, and schools and universities often support students who wish to study in the United States. Teachers and publications should also be consulted. The ministry of education will provide a comprehensive list of sources for scholarships and grants.
3. *Educational credit agencies* in some Latin American countries have been established to aid students who plan overseas study, particularly in fields closely related to government economic planning priorities. Economic planning agencies, teachers, and publications may be consulted for further information.

Sources in the United States:

1. *The U.S. government* offers a variety of grants to students from other countries through its Fulbright Academic Exchange Program. These grants, mainly for graduate study, include full grants covering tuition and fees, room and board, books and supplies, and incidental expenses. Partial grants cover one or more of these items. Travel grants cover round-trip international travel only. Fulbright grants are administered by binational (United States and home country) foundations or commissions, or the United States Information Service. Information about eligibility requirements, competition dates, and application procedures is available from the binational foundation or commission, or United States Information Service in the home country. Students should contact an advising center for general information.

   Applications for Fulbright grants must be submitted before leaving the home country. It is not possible to apply after arriving in the United States.

2. Another source of government funding is the United States Agency for International Development (AID). AID programs are usually associated with projects designed to assist in the development of particular sectors or institutions in the host country. Funding for graduate study and short-term training opportunities in the United States is available. Information about eligibility requirements and application procedures is available from training officers at AID Missions. Students should contact an advising center to learn if there is an AID Mission in their home country and for general information.

3. *Foundations, corporations, and professional associations* offer financial support to foreign students. *International organizations*, such as the United Nations and its various agencies and the Organization of American States, also provide financial aid. Awards from private and international organizations are listed in the resource materials listed in Appendix C. It is recommended that students consult an advising center in the home country; most have general and detailed information on various financial aid opportunities.

4. *Colleges and universities* provide several types of financial assistance. To be considered, students must have strong academic qualifications and a high level of English language proficiency. Foreign students are often not eligible to apply for aid until they have successfully completed one year of study in the United States. When financial aid is available from a college or university, competition for all aid at the undergraduate and graduate levels is strong. The only source for this information at both the undergraduate and graduate levels is the *College Handbook Foreign Student Supplement* (see Appendix C).

   Undergraduate aid includes full or partial scholarships, tuition waivers, grants-in-aid, loans, work programs, or any combination of these. Scholarships are usually for one year. Recipients of partial scholarships must provide the balance of their expenses for the year from other sources. At the undergraduate level, it is expected that students and their families will assume as much financial responsibility as possible. If an institution offers financial aid, the amount awarded may be based on the assessed individual financial need.

   Graduate aid includes full or partial scholarships, fellowships, and assistantships. Aid may be limited to one or more years. At the graduate level, financial need may be a consideration, but the student's proven ability and potential for achievement in the chosen field of study is also important. This policy applies to both foreign and U.S. students.

   For further information, students should review the resources listed in Appendix C, read college and university bulletins, and consult an advising center.

5. Institutional aid may sometimes be provided through *loans* to foreign students. Emergency loans are granted only in exceptional circumstances, when an unexpected situation arises and a student needs immediate help. These loans are usually for a small amount of money (US$50 to US$200) and must be repaid within a short time. Long-term loans are usually not made to foreign students because of repayment difficulties. **Prospective students should not count on receiving a loan.**

6. *Employment off-campus* requires permission from the United States Immigration and Naturalization Service. To apply for this permission, a foreign student must be a full-time student in good standing, have completed one full year of study, prove financial necessity due to unforeseen circumstances after arrival in the United States, and show that part-time work will not affect academic study.

   Employment on-campus as part of a scholarship, assistantship, fellowship, or other award is not subject to immigration approval. Many colleges and universities offer part-time jobs to students in financial need. However, there are rarely enough positions for all who apply. Campus jobs subsidized in part by U.S. government funds (work-study) cannot be offered to foreign students. Work opportunities are usually menial; wages are modest.

   Full-time summer employment off-campus also requires permission from the United States Immigration and Naturalization Service. Permission is based on the same considerations that apply to part-time employment during the academic year. Even if permission is obtained, positions are scarce.

   Students seeking employment should first consult the foreign student adviser at their institution for current information on regulations, job opportunities, and U.S. taxes on wages.

Advice about Financial Planning and Aid from Foreign Students in the United States

Foreign students in the United States were asked what advice they would give to individuals planning to study in the United States. All of their suggestions have been emphasized throughout this publication. The following is a summary of the advice most frequently shared by these foreign students:

1. Students should obtain accurate estimates of expenses from the institutions they wish to enter. If ranges of costs are given, use the **high** figure for planning purposes.

2. Add 10 percent to the estimated amount for unexpected expenses.

3. If students are receiving fellowships or assistantships, they should not convert the U.S. dollar amount into their own currency and imagine that they will be well off. The cost of living in the United States is high.

4. It is essential to have health insurance and a source of emergency funds either in the United States or another country.

5. Students should have medical, dental, and optical checkups at home and should correct any problems before leaving.

6. Students should not come to the United States until they are certain that their first year's expenses are fully covered, and that there is at least a reasonable

prospect of meeting their expenses for the entire period of study **without depending on employment.**

7. Students should have money transferred from home at regular intervals.
8. When they arrive, students should have on hand enough money to cover the first few months. They should remember that they will probably spend more during this period than later.
9. It is important to keep to a budget.
10. Students should think twice before buying merchandise that may be unnecessary.
11. It is important that students seek help from the foreign student adviser of their college or university as soon as they begin to have financial difficulties or any other adjustment concerns.

Appendixes

A. Agencies Serving Particular Nationality Groups

Awards and services for students of particular nationalities are described below.

The African American Institute (AAI) is the major U.S. organization that focuses on Africa. In addition to government funds, AAI receives private support from a number of foundations, corporations, and individuals. AAI administers the African Graduate Fellowship Program (AFGRAD). Contact AAI headquarters at 883 United Nations Plaza, New York, New York 10017 or its Washington office at 1320 19th Street, N.W., Washington, D.C. 20036.

American-Mideast Educational and Training Services, Inc., (AMIDEAST) is a private, nonprofit organization promoting human resource development in the Middle East and North Africa. The organization administers United States and in-region study programs for students sponsored by their national governments, corporations, educational institutions or foundations, and U.S. or international agencies. Information may be obtained from AMIDEAST headquarters at 1100 17th Street, N.W., Washington, D.C. 20036, or from one of the AMIDEAST overseas offices in Jordan, Morocco, Egypt, Tunisia, Lebanon, Syria, Jerusalem, or the Yemen Arab Republic (see Appendix D).

The American-Scandinavian Foundation offers and administers study fellowships and grants, and has cooperative relationships with foundations and societies in the five Scandinavian countries. The following agencies provide information on study in the United States and financial aid, and recommend candidates for American-Scandinavian Foundation awards:

The Denmark-American Foundation, Copenhagen
The League of Finnish-American Societies, Helsinki
The Icelandic-American Society, Reykjavik
The Norway-American Association, Oslo

In some cases, these agencies administer grants of their own. Interested students should also contact the American-Scandinavian Foundation at 127 East 73rd Street, New York, New York 10021.

The Latin American Scholarship Program of American Universities (LASPAU) administers scholarship support services for the Fulbright Academic Exchange Program, United States Agency for International Development, Latin American and Caribbean public-sector entities, and multilateral financial institutions. Candidates must be nominated by a participating postsecondary or development-related institution in Argentina, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Trinidad and Tobago, Uruguay, or Venezuela. Candidates must be Latin American or Caribbean nationals and provide evidence of financial need. For further information, students should contact LASPAU, 25 Mt. Auburn Street, Room 302, Cambridge, Massachusetts 02138.

The North American Association of Venezuela serves as a scholarship screening committee for various North American universities, foundations, and business organizations that offer aid for graduate study in the United States to Venezuelan candidates. Students should contact the North American Association of Venezuela at Edificio Blandin, 2 piso, end of Avenue Casanova, Chacaito, Caracas.

Regardless of the kind, type, and amount of financial aid received, all recipients must be full-time students in good standing and must demonstrate normal progress toward their academic goal.

B. Selected Publications on Study in the United States

The following are among the many publications available at the advising centers listed in Appendix D. Students without an advising center in their country should consult the United States Information Service (USIS) at the U.S. Embassy. USIS libraries and offices often have these publications. These publications may also be purchased.

AACJC Guide to Community, Technical and Junior Colleges. Published annually by the American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036.

Accredited Institutions of Post-Secondary Education. Published annually by Macmillan Publishing Co., Front and Brown Streets, Riverside, N.J. 08075. Lists accredited postsecondary institutions and regional, national, and professional accrediting agencies.

American University Programs in Computer Science: Their Resources, Facilities and Course Offerings, 2nd Edition. Last published in 1986 by William W. Lau, G.G.I. Educational Press, 2555 East Chapman, Suite 606, Fullerton, CA 92631.

The College Handbook, *Index of Majors*, *The College Cost Book*, and *The College Handbook Foreign Student Supplement*. Published annually by the College Entrance Examination Board, P.O. Box 886, New York, New York 10101. *The College Handbook* is a comprehensive directory with detailed descriptions provided by more than 3,000 two- and four-year colleges and universities. The *Index of Majors* lists major fields of study at more than 2,800 institutions, and provides lists of colleges with religious affiliations, special academic programs, and special admissions procedures. *The College Cost Book* lists expenses at more than 3,500 postsecondary institutions in the United States and helps U.S. students estimate financial need. The *Foreign Student Supplement* is a guide to U.S. colleges for students from other countries and provides information useful to prospective foreign students.

Comparative Guide to American Colleges. Last published in 1987 by Harper and Row, 10 East 53rd Street, New York, New York 10022. Gives general information on regionally accredited colleges and universities.

Directory of Graduate Medical Education Programs. Last published in 1988 by the American Medical Association, Circulation Department, P.O. Box 10946, Chicago, Illinois 60610-0946. Lists accredited residency programs and accredited programs by specialization, and gives certification requirements for specific fields and medical licensure requirements.

Directory of Graduate Programs (four volumes). Published biannually by the Graduate Record Examination Board and Council of Graduate Schools. Available from Educational Testing Service, Princeton, New Jersey 08541-6014. Volume A: Agriculture, Biological Sciences, Psychology, Health Sciences, and Home Economics; Volume B: Arts and Humanities; Volume C: Physical Sciences, Mathematics, and Engineering; Volume D: Social Sciences and Humanities. Information on specific programs is given in tabular format.

Engineering College Research and Graduate Study. Last published in 1988 by the American Society for Engineering Education, 11 Dupont Circle, N.W., Suite 200, Washington, D.C. 20036. Detailed information on graduate engineering programs by specific engineering fields. Also gives information on faculty and their research topics and expenditures, and the number of assistantships and research fellowships available by department.

English Language and Orientation Programs in the United States. Published biennually by the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Complete list of preacademic English language and orientation programs for foreign students.

Official Guide to MBA Programs, Admissions and Careers. Prepared annually by the Graduate Management Admissions Council and published by Warner Book Company, Educational Department, 666 Fifth Avenue, New York, New York 10103. Describes more than 500 MBA programs.

Specialized Study Options (two volumes). Last published in 1986 by the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Information on short-term programs from two weeks to one year open to foreign students. Volume I describes more than 1,000 technical education programs; Volume II gives information on nearly 500 professional development programs.

C. Selected Publications on Costs and Financial Aid

The following are among the many publications available at the advising centers listed in Appendix D. Students without an advising center in their country should consult the United States Information Service (USIS) at the U.S. Embassy. USIS libraries and offices often have these publications. Publications may also be purchased.

The College Handbook Foreign Student Supplement. This annual publication lists admission requirements at over 2,000 U.S. universities. Included is information on (1) whether each institution offers financial aid to foreign applicants, (2) the number of successful foreign applicants the previous year, and (3) the average amount of aid received by each enrolled candidate. Separate sections cover graduate and undergraduate students. Published by the College Board, P.O. Box 886, New York, NY 10101.

Funding For U.S. Study: A Guide For Foreign Nationals. This new publication, available in late 1989, is a 600-entry reference book to grants, scholarships, fellowships, and paid internships sponsored by U.S. and foreign governments.

educational associations, libraries, research centers, foundations, corporations, and other organizations. It does not include financial aid offered directly by U.S. colleges and universities. Available from IIE Books, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

Study Abroad, 1988-91. Published by UNIPUB, Inc., 4611 F Assembly Drive, Lanham, Maryland 20706-4391. Lists more than 2,200 foundations, government agencies, universities, and other organizations offering scholarships, assistantships, travel grants, and opportunities for study in more than 100 countries.

D. Overseas Educational Advising Centers

The following overseas educational advising centers are operated either directly by or in close cooperation with the United States Information Service (USIS). Because of space constraints, every country that has a center is represented, but in most cases, only the centers in the capital cities are included. These centers will be able to provide information about any additional centers within the country. When two addresses are given for one site, the first address is the mailing address and the second address, identified as "office," is the walk-up address. If there is only one address given, it serves as both the mailing address and the walk-up address. The following information is extracted from the *1989–90 Directory of Overseas Educational Advising Centers* (College Entrance Examination Board, P.O. Box 886, New York, N.Y. 10101-0886).

ALGERIA

Student Counselor (APAO)
Service Culturel
BP 549 (Alger Gare)
16000 Alger, ALGERIE

Office:
United States Information Service
8 rue Ali Messaoud - Hydra
Algiers, ALGERIA
Telephone: 2-60-66-52

ANTIGUA AND BARBUDA

Educational Adviser
American Embassy
St. Johns, ANTIGUA AND BARBUDA
Telephone: 462-3505, 462-3506

ARGENTINA

Educational Adviser
Fulbright Commission
Viamonte 1653 - 2 Piso
1055 - Buenos Aires, ARGENTINA
Telephone: 41-1494, 49-2938, 49-2902

AUSTRALIA

Educational Adviser
Australian-American
Educational Foundation
GPO Box 1559
Canberra ACT 2601, AUSTRALIA

Office:
Australian-American Educational Foundation
First Floor, Garden Wing
University House
Australian National University
Canberra, AUSTRALIA
Telephone: 62-479331, 479332

AUSTRIA

Student Counselor
Austrian-American Educational Commission
(Fulbright Commission)
Schmidgasse 14
A-1082 Vienna, AUSTRIA
Telephone: 222-31-55-11 Ext. 2629

BAHAMAS

Educational Adviser
USIS American Embassy
P.O.B. N-8197
Nassau, BAHAMAS

Office:
American Embassy
Mosmar Bldg., Queen St.
Nassau, BAHAMAS
Telephone: (809) 322-4268, 322-4269

BAHRAIN

Student Adviser
American Embassy
P.O. Box 26431
Manama, BAHRAIN

Office
American Embassy
Shaikh Isa Rd
Manama, BAHRAIN
Telephone: 714151 Ext. 241

BANGLADESH

Student Counseling
American Embassy USIS
Diplomatic Enclave, Baridhara
Dhaka, BANGLADESH

Office
American Cultural Center
House #8, Road #9, Dhanmandi R.A.
Dhaka, BANGLADESH
Telephone: 315061-63

BARBADOS

Educational Adviser
United States Information
Service
c/o U.S. Embassy
P.O. Box 302
Bridgetown, BARBADOS

Office
United States Information Service
1st Fl. Nicholas House
Parry Street
Bridgetown, BARBADOS
Telephone: 436-4950 Ext. 421

BELGIUM

Educational Adviser
Commission for Educational
Exchange between the U.S.,
Belgium and Luxembourg
avenue de la Toison d'Or, 79
Gulden Vlieslaan
B-1060 Brussels, BELGIUM
Telephone: 2-537-08-59 (9a.m.-12 noon),
537-07-76 (1-5p.m.)

BELIZE

Educational Adviser
American Embassy
P.O. Box 286
Belize City, BELIZE

Office
American Embassy
Gabourel Lane and Hutson St.
Belize City, BELIZE
Telephone: 2-17161, 17162, 17163

BENIN

Educational Adviser
Centre Culturel Americain
B.P. 2012
Cotonou, BENIN

Office
Centre Culturel Americain
blvd. de France, Pres. Conseil de L'Entente
Cotonou, BENIN
Telephone: 30-03-12

BERMUDA

Educational Adviser
Overseas Educational Advisory Center
The Bermuda College
P.O. Box DV356
Devonshire, BERMUDA DVBX
Telephone: (809) 292-5205

BOLIVIA

Educational Adviser
Oficina de Becas USIS
Casilla 425
La Paz, BOLIVIA

Office
Oficina de Becas USIS
Calles Colon y Mercado, 3r. Piso
La Paz, BOLIVIA
Telephone: 2-320886, 325660

Educational Adviser
Centro Boliviano Americano
Casilla 20623
La Paz, BOLIVIA

Office
6 Centro Boliviano Americano
Parque Zenon Iturralde 121 (Avenida Arce)
La Paz, BOLIVIA
Telephone: 2-351627, 342582

BOTSWANA

Educational Adviser
USIS American Embassy
P.O. Box 90
Gaborone, BOTSWANA

Office
United States Information Service
American Embassy
Gaborone, BOTSWANA
Telephone: 353982, 353983, 353984

BRAZIL

Director
Office of Educational Advising
Consulado General dos E.U.A.
Avenida Presidente Wilson, 147, terreo
20.030 Rio de Janeiro, RJ, BRAZIL
Telephone: 21-262-8423, 292-7117 Ext. 343, 225

BRUNEI

Educational Adviser
American Embassy
P.O. Box 2991
Bandar Seri Begawan, BRUNEI

Office:
American Library, U.S. Embassy
3rd floor, Teck Guan Plaza
Jalan Sultan
Bandar Seri Begawan, BRUNEI
Telephone: 2-29670

BULGARIA

Educational Adviser
American Embassy
1 A. Stamboliski Blvd.
Sofia, BULGARIA
Telephone: 88-48-01, -02, -03, -04, -05

BURKINA FASO

Educational Adviser
Centre Culturel Americain
B.P. 539
Ouagadougou, BURKINA FASO

Office:
USIS
American Embassy
Ouagadougou, BURKINA FASO
Telephone: 30-70-13

BURUNDI

American Cultural Center
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